

PELION MIDDLE
758 Magnolia Street
Pelion, South Carolina 29123

GRADES 5-8 Middle School

ENROLLMENT 897 Students

PRINCIPAL Tim Stepp 803-894-2050

SUPERINTENDENT Dr. Karen C. Woodward 803-951-8363

BOARD CHAIR Ms. Kay P. Coker 803-892-3227

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	31	12	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 14 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

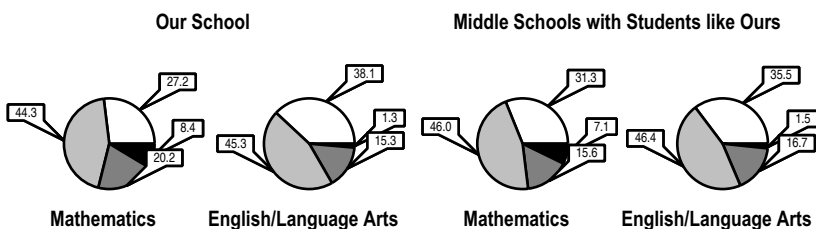
FOR MORE INFORMATION, VISIT WEBSITES AT:




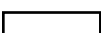
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	57	162	41
Percent satisfied with learning environment	88.9%	69.0%	70.7%
Percent satisfied with social and physical environment	78.2%	73.4%	59.5%
Percent satisfied with home-school relations	50.0%	79.6%	61.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	876	99.2	38.1	45.3	15.3	1.3	16.6	17.6
Gender								
Male	463	98.5	45.3	42.3	11.6	0.7	12.4	17.6
Female	413	100.0	30.4	48.5	19.2	1.9	21.1	17.6
Racial/Ethnic Group								
White	795	99.1	36.4	46.0	16.2	1.4	17.6	17.6
African-American	62	100.0	58.2	36.4	5.5	N/A	5.5	17.6
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	11	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	714	99.6	30.0	50.3	18.1	1.5	19.7	17.6
Disabled	162	97.5	77.4	21.1	1.5	N/A	1.5	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	876	99.2	38.1	45.3	15.3	1.3	16.6	17.6
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	871	99.2	38.2	45.3	15.2	1.3	16.5	17.6
Socio-Economic Status								
Subsidized meals	522	99.2	42.3	47.4	10.3	N/A	10.3	17.6
Full-pay meals	354	99.2	32.2	42.4	22.3	3.1	25.4	17.6

Mathematics								
All students	876	99.5	27.2	44.3	20.2	8.4	28.6	15.5
Gender								
Male	463	99.1	27.9	43.3	20.3	8.6	28.9	15.5
Female	413	100.0	26.4	45.3	20.0	8.3	28.3	15.5
Racial/Ethnic Group								
White	795	99.5	26.1	43.8	21.0	9.1	30.1	15.5
African-American	62	100.0	43.6	47.3	9.1	N/A	9.1	15.5
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	11	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	714	100.0	20.4	46.5	23.1	10.0	33.2	15.5
Disabled	162	97.5	59.6	33.8	5.9	0.7	6.6	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	876	99.5	27.2	44.3	20.2	8.4	28.6	15.5
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	871	99.5	27.3	44.1	20.1	8.5	28.6	15.5
Socio-Economic Status								
Subsidized meals	522	99.4	30.9	48.6	15.3	5.2	20.5	15.5
Full-pay meals	354	99.7	21.8	38.2	27.1	12.9	40.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	182	N/A	40.1	41.8	16.5	1.6	18.1
	Grade 6	215	N/A	24.4	44.1	26.3	5.2	31.5
	Grade 7	192	N/A	25.9	52.9	16.9	4.2	21.2
	Grade 8	173	N/A	22.5	55.6	19.5	2.4	21.9
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	214	98.6	32.6	50.5	16.3	0.5	16.8
	Grade 6	229	98.7	43.5	36.0	18.0	2.5	20.5
	Grade 7	239	100.0	37.6	46.8	14.7	0.9	15.6
	Grade 8	194	99.5	38.6	48.5	11.7	1.2	12.9

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	182	N/A	37.4	41.8	11.5	9.3	20.9
	Grade 6	215	N/A	23.6	47.2	20.8	8.5	29.2
	Grade 7	192	N/A	43.4	30.7	16.9	9.0	25.9
	Grade 8	173	N/A	26.0	51.5	16.0	6.5	22.5
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	214	99.1	25.5	37.5	27.1	9.9	37.0
	Grade 6	229	99.6	28.2	44.1	18.3	9.4	27.7
	Grade 7	239	100.0	28.9	42.2	20.2	8.7	28.9
	Grade 8	194	99.5	25.6	54.7	14.5	5.2	19.8

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 897)				
Students enrolled in high school credit courses (grades 7 & 8)	5.9%	Down from 13.6%	12.3%	14.4%
Retention rate	4.8%	Up from 3.5%	2.9%	2.3%
Attendance rate	94.6%	Up from 93.6%	94.8%	95.2%
Eligible for gifted and talented	7.6%	Down from 11.1%	12.4%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	15.7%	Down from 15.9%	15.0%	14.1%
Older than usual for grade	3.6%	No change	4.6%	4.9%
Suspended or expelled	0.0%	Down from 2.5%	1.2%	1.3%
Annual dropout rate	0.0%	N/A	0.0%	0.0%

Teachers (n= 64)				
Teachers with advanced degrees	43.8%	Down from 50.0%	45.7%	47.1%
Continuing contract teachers	85.9%	Up from 79.6%	80.0%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	N/A	N/A	82.7%	84.3%
Teacher attendance rate	94.4%	Down from 95.2%	94.8%	95.0%
Average teacher salary	\$40,229	Up 3.7%	\$38,918	\$39,924
Prof. development days/teacher	12.2 days	Up from 10.1 days	10.8 days	10.7 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	3.0
Student-teacher ratio	25.0 to 1	Up from 23.9 to 1	20.8 to 1	21.0 to 1
Prime instructional time	88.1%	Up from 87.1%	88.4%	88.9%
Dollars spent per pupil*	\$5,685	N/A	\$5,733	\$5,854
Percent spent on teacher salaries*	62.9%	N/A	62.0%	62.0%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	92.4%	Up from 81.1%	95.4%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Dear Parent/Guardian:

In its second year, Pelion Middle School continued to focus on student achievement and school attendance as our primary goals. From 2000-2001 to 2001-2002, students in two of the four grades showed significant improvement in both mathematics and English/Language Arts. In most instances, students were close to or exceeded state scores in both areas.

This past year we implemented two strategies designed to improve student achievement. Our entire faculty received training in the use of "Thinking Maps" and employed these with all students in all curricular areas. In addition, for the spring term we employed two instructional coaches who worked with students in their regular classes. We continued to provide academic assistance during a 50-minute-long exploratory period for students who scored below basic in math and/or English/Language Arts. For that same group of students, we also continued using the New Century lab.

In January, as a strategy to improve attendance, we implemented a "Payday" program. Each student who had perfect attendance for the month, was given a token on which he wrote his/her name. The token could be redeemed for a Payday candy bar and then entered in a drawing for items such as hats, T-shirts and even monetary rewards. Through this effort, perfect attendance steadily climbed each month from 340 in January to 480 in May.

Pelion Middle School students represented our school well in academic, fine arts and athletic programs. Nine of the 31 eighth-grade students who qualified for PSAT testing were named South Carolina Junior Scholars. Three seventh-grade students were named Duke TIP scholars on the basis of their scores on the SAT or ACT. Almost half of our student body enrolled in fine arts classes. Nine students were chosen to participate in the Tri-District Arts Consortium. Many of our students participated on athletic teams.

Another area of student involvement was service learning. Again, as they did last year, 100 percent of our students participated in school-sponsored service-learning projects. Service-learning activities included the Math-a-Thon for St. Jude's Hospital, Pennies for Patients, and Relay for Life. For the second consecutive year, our school's Relay for Life team raised more money for cancer research than any other team in the Lexington One event.

We are proud of our students' accomplishments and remain committed to helping them develop academically, artistically, athletically and socially.

Tim R. Stepp, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.